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2012 – 2013

WIDA *ACCESS for ELLs* Frequently Asked Questions (FAQ)

What is the *ACCESS for ELLs* test?

ACCESS for ELLs is an annual assessment designed to measure English Learners' social and academic language proficiency in English. It is required for all K-12 Montana students who are identified as Limited English Proficient (LEP). 2012-13 will be the second administration of this assessment.

How do I know which students will take the *ACCESS for ELLs* test?

All students identified as LEP in the AIM student database during the October count period will receive test booklets with barcode labels.

What are the guidelines for identifying Limited English Proficient (LEP) students?

What is the definition of "proficient" for LEP students?

The guidelines for identifying LEP students and the definition of proficient LEP students can be found here: <http://opi.mt.gov/pdf/Bilingual/10JanLEPCriteria.pdf>.

Guidelines are in the process of being updated. When the update is complete, the guidelines will be posted online at the following link: http://opi.mt.gov/curriculum/MontCAS/#gpm1_10

When is the testing window for the WIDA *ACCESS for ELLs* for 2012-2013?

The 2012-13 testing window for *ACCESS for ELLs* is December 3, 2012 through January 29, 2013.

What is the W-APT test?

The W-APT is a screening tool for newly enrolled students with limited English proficiency to be administered at the time of enrollment. The W-APT is useful in giving schools a sense of the student's level and language learning needs upon enrollment. It may be accessed by going to www.wida.us and clicking on Assessment drop-down menu across the top of the homepage. From there, you may download and print all of the W-APT test materials and take test training for the W-APT. You will need your **System** Test Coordinator's username and password to log into these materials (not your personal username and password that is used for *ACCESS for ELLs* training and quizzes).

TEST ADMINISTRATOR TRAINING QUESTIONS

I took the Test Administrator Online Training last year, do I need to repeat all of it again?

It is recommended that test administrators repeat the training as this is only the second year of the administration. The speaking test training must be retaken.

The Montana Office of Public Instruction provides vision, advocacy, support, and leadership for schools and communities to ensure that all students meet today's challenges and tomorrow's opportunities.

How do I take the WIDA Test Administrator Training?

Go to www.wida.us and sign on. If you are the System Test Coordinator, please call the Assessment Administrative Assistant at the Office of Public Instruction (406-444-3511) for your username and password to access WIDA training.

Can I share my username and password for the Test Administrator Training with other test administrators in my system?

Usernames and passwords may not be shared. Each test administrator needs an individual username and password. An account to access the WIDA website and materials is required for each teacher who will administer the screener (W-APT) and/or the annual assessment (*ACCESS for ELLs*). Below are some important steps.

- Test Coordinators create accounts for each person who will administer one or both WIDA assessments.
- To create those accounts, Test Coordinators will log in to the secure site and choose “*ACCESS for ELLs* Training Course Account Creator” and follow the steps to create an account for each test administrator in your system.

Is the Test Administration training required?

Training courses on the WIDA website are required for all teachers who will administer the assessments. The courses include quizzes. A score of 80% or higher indicates understanding of the processes. If there are several people in your system who will be administering the WIDA, each person should individually log into the WIDA website, enroll, complete the training, and pass with a minimum score of 80%. Test administrators need only take the training for the tests that they will be administering (i.e. the Kindergarten Test training is only required for teachers administering that test).

How long does the Test Administration training take?

The online training takes approximately two to four hours, depending on which areas you should complete and may be completed in one sitting, or in as many sessions as necessary, ideally within one to two weeks of when the Test Administrator will administer the test.

Training Module	Estimated Time to Complete Training and Quiz
Group Test (Listening, Reading, and Writing test)	35 minutes
Speaking Test	55 minutes
Kindergarten Test	45 minutes

NOTE: Test Administrators may also need additional time to become familiar with the testing materials and to practice.

What parts of the Test Administration training are necessary?

The three quizzes associated with the modules listed below should be completed with a passing score of 80% or higher to become certified to administer the applicable sections of *ACCESS for ELLs*. Test administrators need only take the training for the tests that they will be administering (i.e. the Kindergarten Test training is only required for teachers administering that test). There is also a module for Alt-Access which should be taken by teachers who will administer that test, if any.

- **The Group Test Administration Module** offers an overview of the structure, procedures, and timing of the Listening, Reading, and Writing portions of the test for grades 1-12. This module has its own quiz.
- **The Speaking Test Administration Module** includes information about how to administer and score students' responses on the Speaking test for grades 1-12. Speaking Test Administrators must be comfortable with the scoring rubric for this component, so the module offers focused practice with audio samples of speaking test administration. This module has its own quiz.
- **The Kindergarten Test Administration Module** explains the unique format of the Kindergarten *ACCESS for ELLs*, which is individually administered to students and involves the use of a storybook, activity board, and manipulative cards. This module has Speaking Test sound samples to practice scoring as well as its own quiz.

Will my Test Administrator Training and quiz scores be monitored?

System Test Coordinators can monitor their system staff training certification results in the online course by clicking "My Quizzes," followed by the "District View" tab. If you are a System Test Coordinator and do not see this tab in the training course, please call the WIDA Help Desk at 1-866-276-7735 or email help@wida.us to request it. You may also contact the OPI Assessment Specialist at 406-444-0748.

TEST ADMINISTRATION QUESTIONS

What are the qualifications for Test Administrators?

Test Administrators should be a certified staff member (classroom teacher, school counselor, speech language pathologist, etc.) Retired teachers or educational consultants working for the school system may administer the tests. All Test Administrators must be trained on administering the test via the online test administrator training at www.wida.us

Are Test Administrators required to administer all modules of the ACCESS for ELLs test (Reading, Writing, Listening and Speaking)?

Yes, all sections are required.

Do I have to score every section of the test?

You will only score the Speaking section on-site. All other sections (Reading, Writing and Listening) are sent to MetriTech for scoring.

How does the OPI determine tier placement for a student?

MetriTech ships the appropriate number of materials for students in each tier based on the number indicated in the file sent to them after the October count. School systems must ensure the correct tier placement has been chosen in AIM. You can most accurately determine tier placement for your students by using the W-APT screener test through WIDA.

What if a special education student's disability limits their participation in a certain component of the test?

Special education students should participate in as many domains of ACCESS as possible. For example, if the student is verbal and can respond, even minimally, to basic questions posed to him or her in English, he or she should participate in the speaking portion of the test. For all

domains, the test is stopped when the test administrator determines that the student has reached the limits of his or her language proficiency. If it is impossible to administer the test in a given domain due to the student's disability, the "Special Education Deferred" box for that domain should be bubbled in on the back cover of the answer booklet. There is also a newly developed ACCESS for ELLs Alternate test in development.

How are the grade-level tests banded?

Tests are banded into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

Within each grade-level cluster (except Kindergarten), ACCESS for ELLs has three forms: Tier A (beginning), Tier B (intermediate), and Tier C (advanced). This keeps the test shorter and more appropriately targets each student's range of language skills.

Note that a student cannot score higher than a 4.0 on a Tier A test, and can score no higher than 5.0 on a Tier B test in the domains of Reading and Listening. The highest score possible is 6.0.

What are the components of the test?

Kindergarten Test
<ul style="list-style-type: none"> • Individually administered • Not tiered; all students take the same test • All domains (Speaking, Listening, Reading, Writing) are tested twice, once within the expository section and once within the narrative section • Speaking and Listening are presented together, alternating between a listening task and a speaking task • All sections are adaptive, meaning items are presented until the student reaches his/her performance "ceiling" • Scored locally by the Test Administrator
Grades 1-12 Group Test (Listening, Reading, and Writing test)
<ul style="list-style-type: none"> • Listening and Reading sections consist of multiple-choice questions • Writing section prompts the student for a constructed response • WIDA recommends administering in groups of up to 22 students • Separate test forms for each grade level cluster and tier; students from different clusters or tiers must be separated into different sessions • Scored by WIDA's partner, MetriTech, not by the local Test Administrator (TA)
Grades 1-12 Speaking Test
<ul style="list-style-type: none"> • Individually-administered • Not tiered; all students in the same grade level cluster take the same test • Adaptive, meaning items are presented until the student reaches his/her performance "ceiling" • Scored locally by the Test Administrator (TA); each item must be scored before moving on to the next

What about a student who is absent on test day?

For students who are absent for one or more parts of the assessment, ABS should be marked on the box in the bottom right-hand corner of the back cover of the test booklet for the appropriate test section. Systems should make every effort to schedule a make-up time for students who are absent. The last day of the testing window, including make-up tests, is January 29, 2013.

Two students were caught cheating during testing. Testing was stopped, but what is the next step? Does the test get invalidated or are they required to retake it separately? Is there suspension involved?

That part of the test needs to be invalidated on the back cover of the test answer booklet, on the lowest right hand box in the row labeled INV (for invalidate). Bubble the section in which the students cheated, L=Listening; R=Reading; W=Writing; S=Speaking; that section(s) will be invalidated, but the students, under close supervision, may take the remaining sections. Suspension would be a school policy issue.

TEST SHIPPING AND LOGISTICAL QUESTIONS

I don't have a barcode label for a student; is every line on the back of the booklet (Student ID, # of years req., etc...) required to be filled out?

If there is no barcode label, bubble in only the student's name grid on the front page and the state student ID number on the back page. It is a nine digit number and should be bubbled left to right. The remaining information is captured in AIM.

Where do I find the length of time a student has been enrolled in ELP?

This and other grids on the last page of the test book do not need to be completed as the information is already included in AIM via the state student ID. The state student ID is either on the barcode label or, absent a barcode label, needs to be obtained from AIM and bubbled into the state student ID grid on the back cover of the test book.

I have a newly-arrived LEP student who was not included on the list for testing. How do I get a booklet and label for this student?

You can order booklets by emailing wida@metritech.com or calling 800-747-4868. In lieu of a label, you must contact AIM to get the state student ID for that student. Once you have the test booklet, bubble in only the student's name on the front page and the state student ID number on the back page. Lynn Hinch, OPI Assistant Division Administrator & Bilingual Specialist, can advise you about what tier to order (406-444-3482, lhinch@mt.gov).

What do I do with a test booklet for a student who is no longer enrolled? How do I indicate that the particular student is no longer enrolled?

For students who are no longer enrolled, schools may destroy the label if it hasn't been affixed to testing materials. If it has been affixed, put an X across the label, write "No longer enrolled," or "No longer LEP" and follow the return directions for unused and non-scorable test materials on page 14 of the Test Admin manual. All materials are returned to MetriTech, nothing to OPI.

What are the exit criteria for students identified as LEP?

Students must meet the criteria as set by the state. In order to determine when LEP students become proficient, systems will take into account the following:

- At a minimum, an overall score of 5.0 along with a rating of 4.0 in literacy (reading & writing) on the ACCESS English Language Proficiency Assessment; and
- Input from additional measures of reading, writing or language development available from school assessments.

What will the schools receive as far as results are concerned on the WIDA test?

Five different *ACCESS for ELLs* score reports are provided to systems: Parent/Guardian Report, Teacher Report, Student Roster Report, School Frequency Report, and the District Frequency Report. For detailed information on how to interpret and apply *ACCESS for ELLs* scores and proficiency levels, download the *Interpretive Guide for Score Reports* at <http://wida.us/assessment/ACCESS/#scores>.

How can the ACCESS for ELLs test scores inform instruction and instructional placement?

The ACCESS for ELLs helps to determine the student's proficiency level in an attempt to establish the types of instructional interventions and classroom testing accommodations that are best for the individual student. See the ACCESS for ELLs Interpretive Guide for Score Reports on the WIDA Consortium website at www.wida.us.

ACCESS for ELLs and W-APT test scores can also be used to reference WIDA's Can-Do Descriptors and English Language Proficiency Standards. Please contact the OPI Assessment Specialist at 406-444-0748 for these helpful resources if you don't have them.

Do I need to order score reports for my school?

The Office of Public Instruction will order all score reports for all school systems in Montana. They will be sent directly from MetriTech to your school system.

When will we receive our score reports?

Score reports will ship to school systems from MetriTech in early April 2013.

QUESTIONS?

Call the Office of Public Instruction (406)444-3511 or (406)444-0748.